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ABSTRACT

The Right to Read program was begun as a result of three elements which came together in July 1971: (1) concern with Mamaroneck's total reading program induced by studies of group test results; (2) a mandate which gave an additional 110 minutes weekly to be devoted by every teacher to the reading program; and (3) an administrative workshop which selected the program for emphasis during the 1971/1972 school year. Objectives for the program were delineated and students were chosen for the program on the basis of low or discrepant test scores and a willingness to participate. Evaluation of the program was based on the following measures: reading comprehension scores (pre- and post-tests on the Metropolitan Achievement Tests--comprehension section only for grades 1-8, and the Mamaroneck Reading Attitude and Interest Inventory), attitude inventory, and qualitative data. The data showed that all but one group made progress; reading comprehension level was raised; pupil attitude showed no measurable change; parents and children were favorably disposed to the program; but teachers' reactions indicated little enthusiasm for the program. Included in the report are sample test responses. The appendices contain the various test score tables. (AL)

ED 069735

RIGHT TO READ

EVALUATION

TM 002 187

MAMARONECK PUBLIC SCHOOLS

1971 - 1972

Dr. Margery R. Bernstein, Dir.
Pupil Personnel Services

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E V A L U A T I O N

OF

RIGHT TO READ PROGRAM

1971 - 1972

MAMARONECK PUBLIC SCHOOLS

Dr. Margery R. Bernstein, Dir.
Pupil Personnel Services
Revision June 14, 1972

BRIEF HISTORY

The Right to Read program was initiated as a result of three elements which came together in July, 1971: 1) several years of concern with Mamaroneck's total reading program induced by studies of group test results; 2) negotiations between the Board of Education and the Mamaroneck Teachers' Association which mandated an additional 110 minutes weekly to be devoted by every teacher to the reading program; and 3) an administrative workshop which selected the Right to Read program for major emphasis during the 1971-1972 school year.

During the administrative workshop objectives were delineated for the Right to Read program as follows:

1. Broaden the range of reading interests
2. Raise the level of recreational reading
3. Personalize the reading program
4. Increase students' desire to read
5. Increase effective reading time of student
6. Raise the level of reading comprehension
7. Provide adequate basic reading skills
8. Raise the students' reading speed
9. Develop the students' self-reliance and self-discipline.

The Director of Pupil Personnel Services was asked to submit to the principals suggestions for their evaluation of their schools' programs. (see Appendix A and B)

Tuesday and Thursday afternoons from September to mid-October were devoted to inservice work with teachers to prepare them for the tasks ahead.

Pupils were selected according to the following criteria:

a. measured difference between pupil's achievement in reading and his measured ability.

b. professional judgment of teachers and pupil personnel staff.

c. scores below the "minimum competence" level on the New York State reading tests, grades 3, 6 or 9

d. willingness to participate

In mid-October, the selected pupils began working with teachers. On October 27 the administration met to review the status of the program. Monitoring of the program was planned at all levels.

The high school's program was redesignated H.E.A.T. (Healthy Environment and the Ability to Think) and planned and evaluated separately.

Briefly summarized, the high school program was directed more toward affording students an opportunity to develop individual interests than toward building basic skills. There were 641 students involved in the first 10-week period; 300 in the last. Most students continued to work in the same interest areas, while some shifted to a different area. Three of the programs aimed at skills related to reading were:

1) 35 high school students under the supervision of three staff members tutored 30 Mamaroneck Avenue children who were bussed to the high school.

2) One group directed its efforts toward improving test-taking skills in preparation for Scholastic Aptitude tests.

3) One group worked on improving reading speed.

EVALUATION PROCEDURES

Following the July 1971 workshop it was agreed that systemwide evaluation would be based on pre- and post-tests using the Metropolitan Achievement Tests, reading comprehension section only, for grades 2 - 8 and the Mamaroneck Reading Attitude and Interest Inventory developed for evaluation of the "Umbrella for Reading" program in grades 1 - 6.

In addition, at an Administrative Council meeting in May 1972, the principals were asked to collect qualitative data from a sample of parents, teachers and pupils. (see Appendix A)

The following report will therefore be based on

Reading comprehension scores

Attitude Inventory

Qualitative data

READING COMPREHENSION SCORES

The tests and forms used at the various grade levels are listed in Appendix B.

Grade 1 was not given a pre-test in reading for obvious reasons. At the principals' request, however, it was included in the May testing. The results cannot truly be considered a part of the Right to Read evaluation. These results as well as the total pre- and post- results for grades 2 - 8 are included in Appendix C, Table 1.

The Right to Read evaluation is based on a comparison of three groups of pupils: Group A, those who were in the Right to Read program all year (operationally defined as 6 - 8 months); Group H, those who participated in the Right to Read program for half the year (operationally defined as 3 - 5 months);

and a control group, Group N, consisting of the remainder of the student body. Results were computed only for those pupils who took both the pre- and post-test. Table 2 in Appendix C shows the numbers of pupils enrolled in each grade level, the numbers who took each test, and the numbers who took both tests and were therefore included in the study.

Figures 1 - 6 below show the comparative increments in grade equivalents between the September and May tests for the three groups in each grade level from 2 - 8.* (see Appendix C, Table 3, for data from which these figures were derived.)

Examination of the slopes of the lines shows that the Right to Read pupils improved in reading ability at approximately the same rate as the rest of the population. In grade 8, the pupils who were in the Right to Read program all year showed greater increments than the other pupils. Six of these pupils were in another innovative program to develop communication skills. Statistical analysis shows that although they made a slightly greater gain than the other 16 pupils, the difference was not significant.

In the normal course of school life pupils with initially low scores tend to progress at a much slower rate than those with higher scores.** Thus, the fact that the groups progressed at almost equal rates is a measure of the success of the Right to Read program.

In the figures which follow the three groups are indicated as follows:

..... Non participants
- - - Half year participants
——— All year participants

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*Grade 4 results are not included at this time due to a failure in the scoring service. As soon as the correct figures arrive the information will be available.

**Test Department, Harcourt Brace Jovanovich, Inc., Accountability in Education and Associated Measurement Problems (New York) p. 6 (Appendix D)

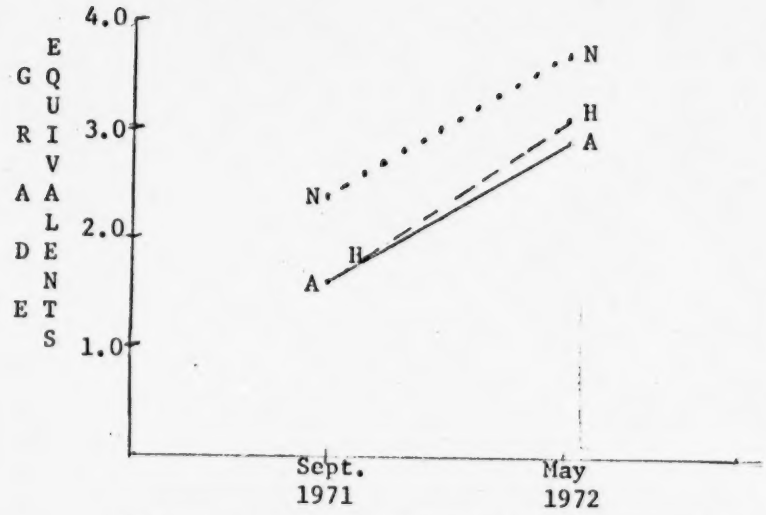

Figure 1: Grade 2 Comparative Increments in Metropolitan Reading Test Grade Equivalents

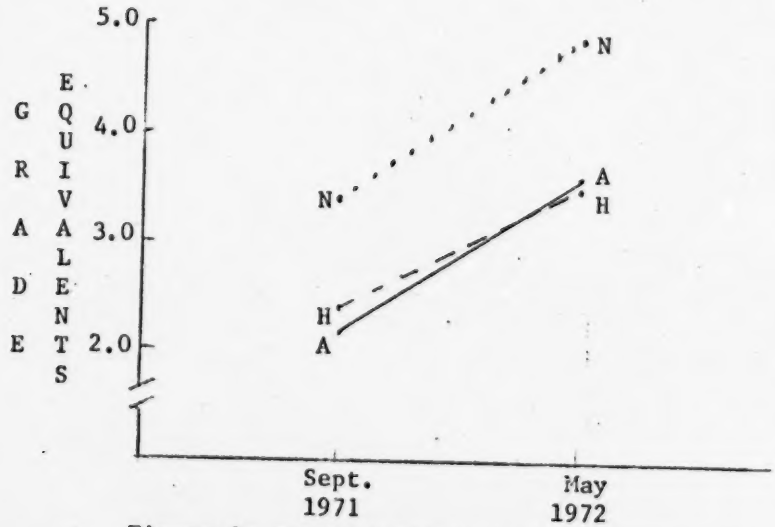

Figure 2: Grade 3 Comparative Increments in Metropolitan Reading Test Grade Equivalents

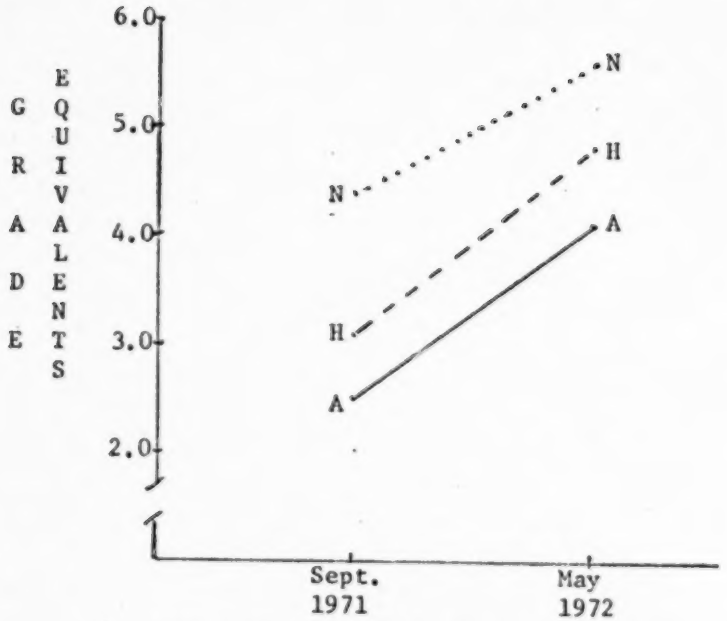

Figure 3: Grade 4 Comparative Increments in Metropolitan Reading Test Grade Equivalents

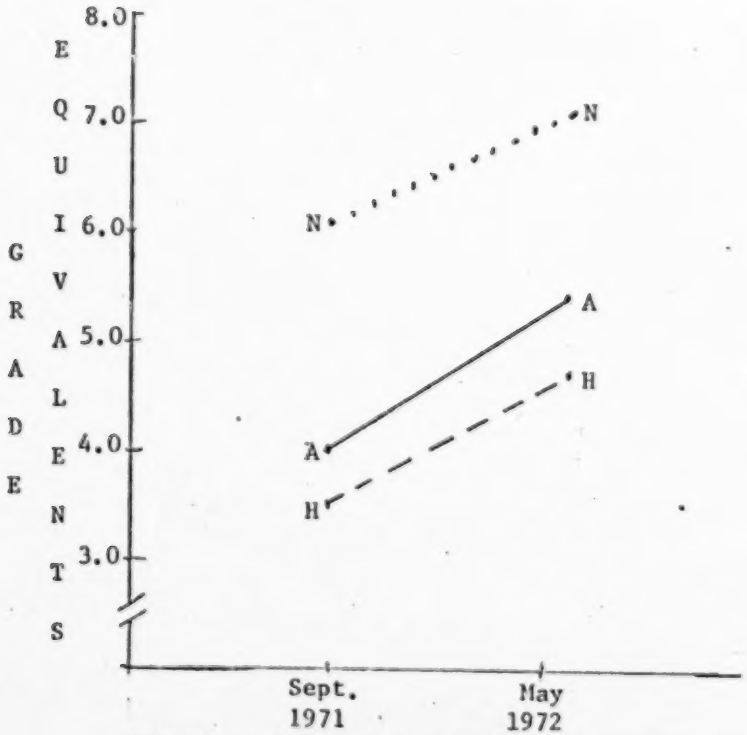

Figure 4: Grade 5 Comparative Increments in Metropolitan Reading Test Grade Equivalents

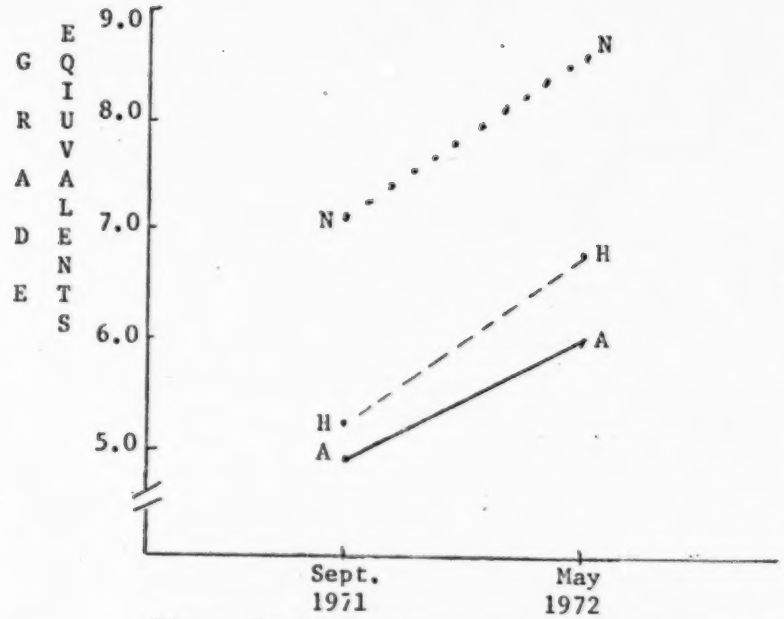

Figure 5: Grade 6 Comparative Increments in Metropolitan Reading Test Grade Equivalents

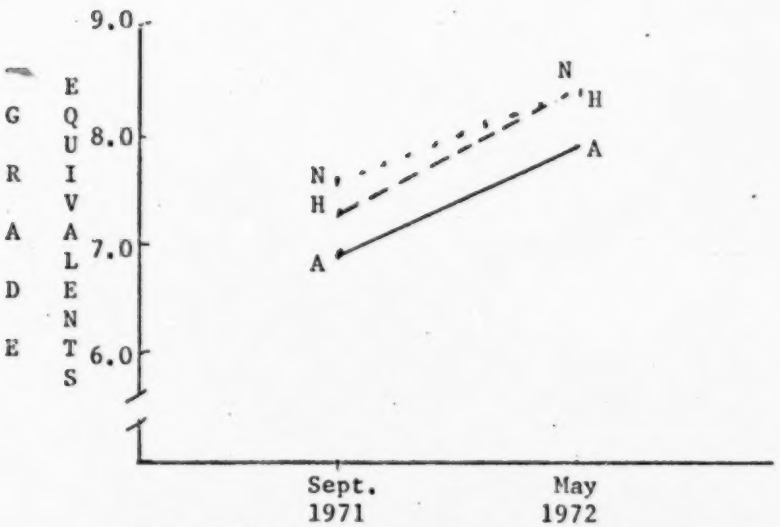

Figure 6: Grade 7 Comparative Increments in Metropolitan Reading Test Grade Equivalents

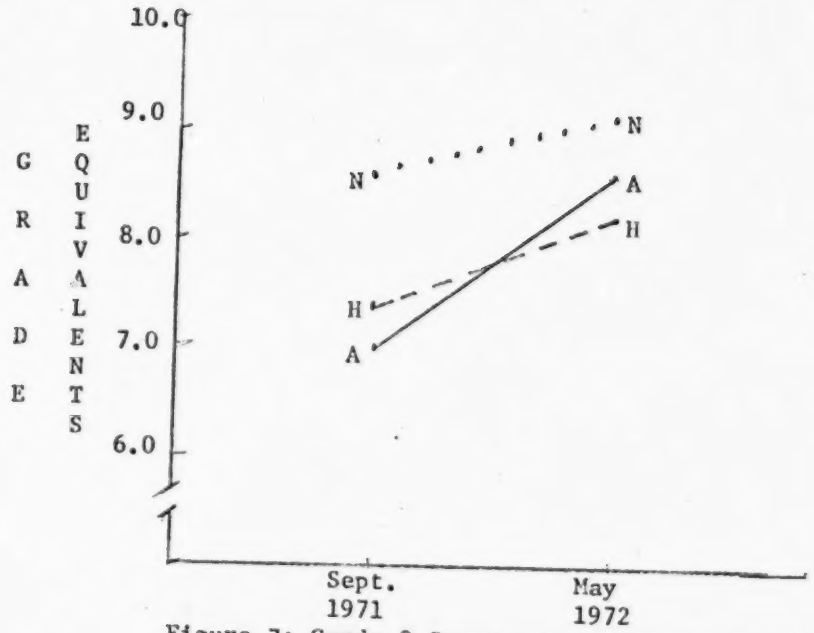

Figure 7: Grade 8 Comparative Increments in Metropolitan Reading Test Grade Equivalents

Figure 8 presents the changes in percentile ranks for all three groups in grades 2 - 8. The data from which these figures were derived is shown in Appendix C, Table 3. If a group maintained its same position relative to the norm group, the line joining the beginning and end of year percentile ranks would be horizontal. In fact, none of the lines were horizontal but reflect increases, most of them substantial. The marked improvement in grades 2 and 3 may reflect the impact of the "Umbrella for Reading" program. The fact that the 7th and 8th grade slopes are lower than the others reflects the low ceiling for the tests at these levels.

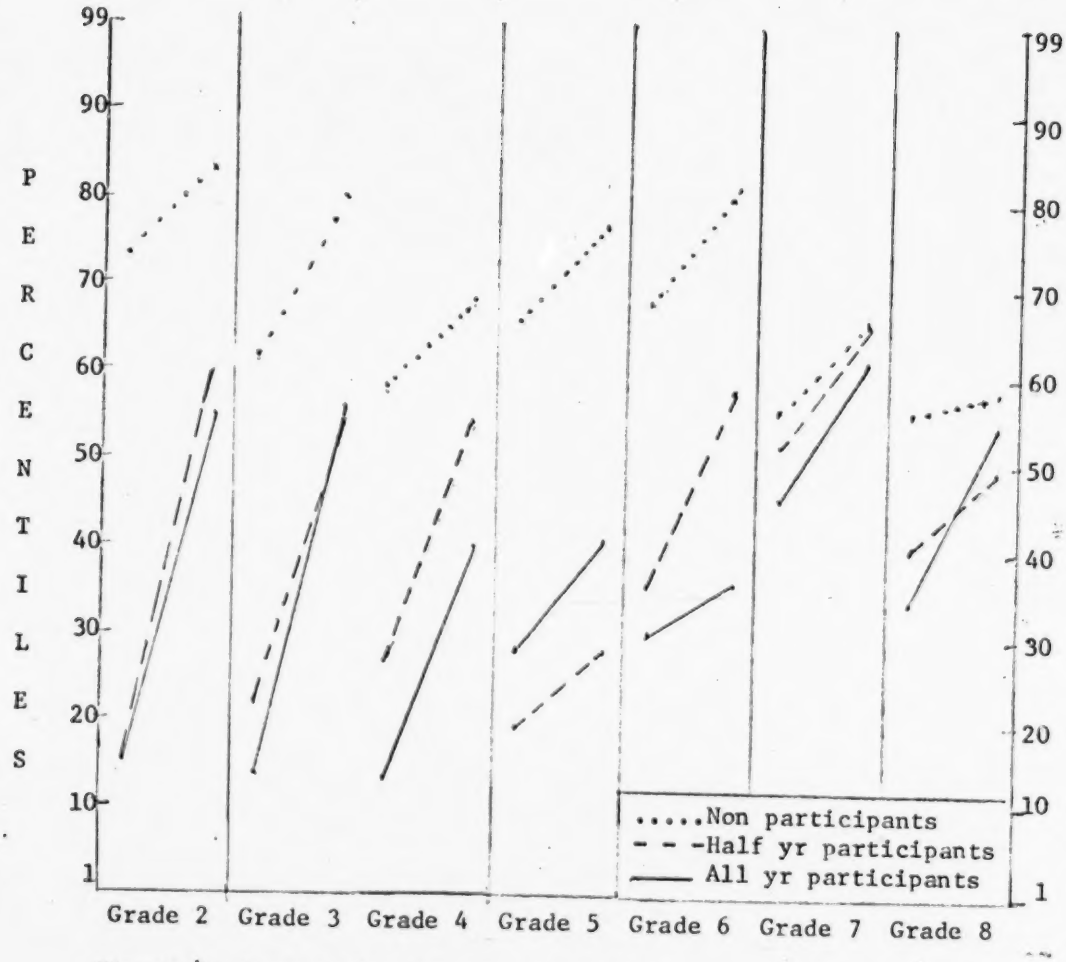

Figure 8: Comparative Increments in Metropolitan Reading Test Percentiles for Grades 2 - 8

Figure 9 shows the difference between expected grade level for each group, assuming normal growth, and the actual or post-test grade level. If a particular group improved as much as would be expected according to national norm tables, then it would be represented by 0 on the scale shown in Figure 8. If a group showed less improvement than would be expected according to national norm tables, it would be represented by a bar going down from the line at 0. If a group showed more improvement than would be expected according to national norm

tables, it would be represented by a bar going up from the line at 0. All groups except one made better than expected progress. In grades 2, 7 and 8 both Right to Read groups made even greater gains than the control group.

The following example illustrates the way in which the calculations for this figure were made:

> The second grade children who were in the Right to Read program all year started with an average grade equivalent score of 1.6 which corresponds to the 15th percentile. The 15th percentile at the end of the year would be 2.0. Their end of the year grade equivalent, however, was 2.9, or a growth of .9 beyond expectations. This .9 figure was reduced by .2 to account for the two months difference between the Mamaroneck testing times and the norm group testing times.

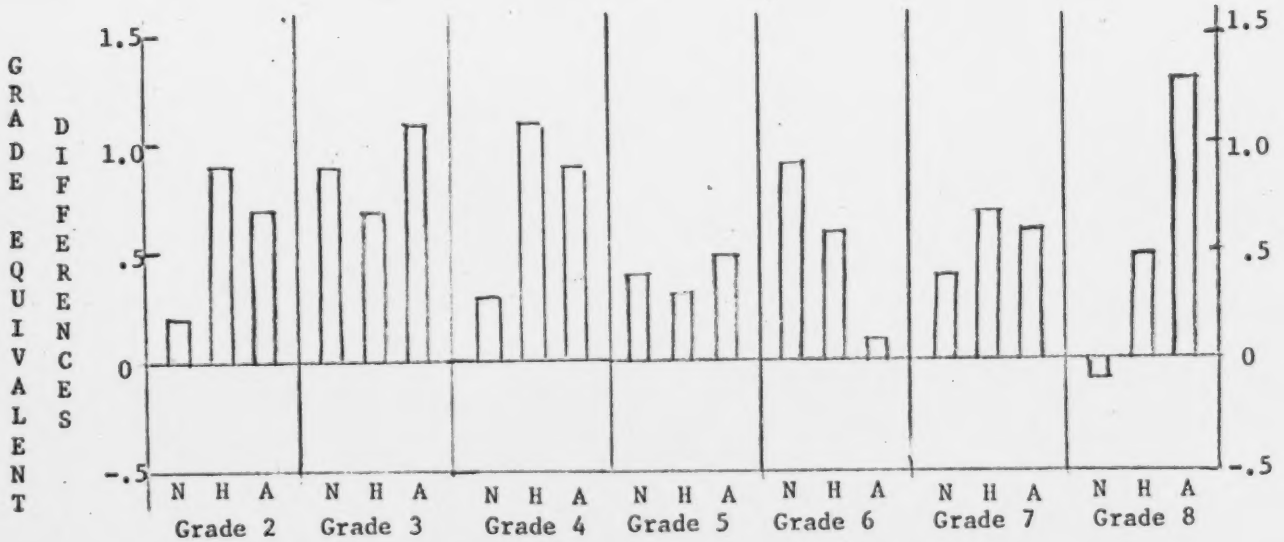

Figure 9: Differences between expected Metropolitan Reading Test end of year test performance and actual test performance for each group, grades 2 - 8.

READING ATTITUDE INVENTORY

The instrument used was the Mamaroneck Reading Attitude and Interest Inventory developed locally as part of the evaluation plan for the "Umbrella for Reading" program. Test/retest reliabilities are included in Appendix C, Table 4.

The average scores for grades 1 - 6 are shown in Appendix C, Table 5. The results indicate that the program did not change pupils' attitudes toward reading as measured. Possible explanations, cited in the separate report on the "Umbrella for Reading" are:

--the instrument used may be invalid.

--the initial response to the inventory may have been over-enthusiastic because of pupils' natural desire to make a good impression on their new teacher, or unusual positive expectations on the part of the students.

--there may be a normal decline in interest in all academic subjects over the school year.

--the administration of the interest inventory immediately after reading achievement tests may have adversely influenced the post-test scores.

--at the end of the year of academic work, students may have a better understanding of their own attitudes towards reading; whereas, at the beginning of the year, their feelings may be somewhat invalid or unrealistic due to the vacation.

--the systemwide emphasis on reading achievement may have discouraged teachers' efforts to stimulate reading interest.

Further research would be necessary to investigate these hypotheses.

QUALITATIVE EVALUATION

A sample of elementary school parents, children and teachers responded to two questions: Was the Right to Read program worthwhile? What changes would you make if any? Combining the results from the four schools, 92% of the parents viewed the Right to Read program favorably, 3% viewed it negatively while 5% were neutral. Children's responses indicated that 80% felt the program was worthwhile,

10% felt it was not worthwhile while 10% were neutral. The numbers of teachers responding in the different schools were so diverse that percentages are not meaningful. About half were neutral or ambivalent and the remainder evenly divided between pros and cons.

Elementary Schools

Parents' Comments

The following quotations were selected to indicate the flavor of the parents' responses:

--"We feel that he received the help he needed at a crucial point in his educational career....(it) gave him that 'extra boost' he seemed to need."

--"(she) amazes me now when she sounds out a long strange word and actually enjoys it."

--"(she) was more confident about all her work. Would attempt more assignments. Did not seek help at home as much."

--"I found him trying to read signs....It gave him some interest in reading."

--"Now he doesn't get angry if there's a word he doesn't know."

--"My daughter has been going in the morning for Right-to-Read. I used to have trouble getting her up. No more! She says, 'I never knew reading could be so much fun!'"

--"She always came out to me with a huge, happy smile, bubbling over with reports on all the wonderful things they did in Right to Read.

Negative comments related to interference with outside activities and the desire to have the same kind of help during the school day.

Some of the suggestions made were:

--"The program should (be) explained to the children at the outset."

--"All would benefit if school recessed early on several days with the Right to Read students staying from 2:00 to 3:00.

--"Physical education part...should be given on alternate days from the reading...."

--"Program should be expanded to help more children."

--"Early morning hours might be better than the playtime hours after school."

Pupils' Comments

Sample student responses were:

--"liked the way we learned through games"

--"It helped me a lot and it gave me more freedom and it let me read at my own pace."

--"We learned about stuff that I didn't know about"

--"I liked working alone"

--"it helpe my reding and riting it helpe me to sond out werds" (sic)

--"How come you can teach me to read when all those other teachers couldn't?"

Suggested changes were:

--"Have it in the morning. I'm too tired in the afternoon. I want to play with my friends. Sometimes I did."

--"Do it sometime during school"

--"more time on it"

Teachers' Comments

Assets of the program listed were:

--"opportunity to establish relationship with individual child or small group"

--"improvement of child's self-confidence"

--"opportunity for child to receive tutoring without embarrassment"

--"opportunity for teacher to try out new teaching methods with a small group"

Some negative comments were:

--"We taught for the test"

--"Six-year-olds were really too tired to function after a full day of school"

--"Preparation for Right to Read was minimal due to back-to-back scheduling with the regular school day"

--"What programs were undertaken at the middle and secondary levels by all teachers beyond their normally assigned duties, including compensated extra curricular activities?"

--"Children that made real progress...would have anyway"

--"Time spent on Right to Read kept us from doing many important things....made me feel like a robot!"

Suggestions were made as follows:

--that teachers teach their own students, or

--that time be allotted for conferences with child's teacher.

--that Right to Read activities be directly related to classroom work in any subject matter area.

--that more flexibility be allowed in terms of pupil selection and retention in the program.

--that more time be allotted for planning.

--that the Right to Read program be scheduled so as not to preclude spontaneous contacts after school between any child and his teacher.

--that paper work be cut down

--that the Right to Read program be scheduled so as to avoid interference with sports and other activities and at a time when children are not unduly fatigued.

--"Time should be available during the day when teachers can work uninterruptedly with individual or small group."

--"Additional teacher workshops and training would be an asset."

--"Have those members of the faculty who are interested carry on the program with compensation determined accordingly."

--"In Scarsdale all first graders attend school in the morning. In the afternoon selected students are 'invited' back for tutorial purposes."

Middle School

At the Hommocks School 75% of a sample of parents who had children in the program gave positive responses, while 25% had a negative impression. Suggestions made indicate that 44% thought that scheduling changes were needed, 28% commented on the need for change in teachers' attitude and training, while 28% believed that a Right to Read program should not extend beyond elementary school.

Hommocks teachers listed the advantages and disadvantages of the Right to Read program for students as follows:

Advantages	Disadvantages
Close teacher-pupil relationship	Time of Day
Reading help at student's own level	Pressure to enter and stay
Closer peer relationships	Teachers unqualified to teach reading
Diagnostic Feedback	No time for subject help
	Students in need didn't enter
	Stigma
	Inappropriate material

Advantages and disadvantages to the teacher were listed as follows:

Advantages	Disadvantages
Better relationships with students	Less time for extra help
Realization of the need for reading in all subjects	Feeling of incompetence in teaching reading
Opportunity to learn new developments and ideas	End of day fatigue
Exposure to different children	Less time for regular preparation
	Another lesson plan to make

Suggestions made by the teachers included:

--Complete diagnostic testing of students

--Grouping of students according to need

--Inclusion of poor readers only

--Voluntary participation of students

--Ongoing training for teachers

--Having teachers tutor in own subject areas only

--Having only English teachers tutor in reading

--Changing the time for the program

--Provision of needed materials

--Ongoing evaluation

Hommocks students' responses were separated for those students who remained in the program (Group A) and those who dropped out (Group B).

Asked, "Why did you enter the Right to Read program?" about half of both groups said they entered "to improve their reading skills", while the remainder of those who stayed indicated that they entered because of pressure. Of those who dropped out, about one quarter entered because of pressure and another quarter because of curiosity about the program. In response to a question about their experience in the program, almost half of those who remained in the program indicated that the material was dull or inappropriate. The remainder indicaced that the program had helped them with homework, vocabulary or reading speed. Of those who dropped out, three quarters felt the program was boring or the material used inappropriate; the other quarter felt they had made no progress.

As to how the program might be improved, about two thirds of both groups suggested providing more interesting material while the other third recommended that teachers be more involved and interested.

Asked if they would enter the program again next year, 68% said they would not enter either because they learned nothing or because of the time of day. A few felt they no longer needed the help. Twenty-six per cent said they would continue and 6% said maybe.

The dropouts gave the following reasons for quitting the program:

--did not learn anything

--time of program

--boring

--did teachers' chores

CONCLUSIONS

1) All groups but one, both experimental and control in grades 2-8, made greater average progress in reading comprehension than could be expected on the basis of national norms.

2) The Right to Read program was highly effective in raising the reading comprehension level of the participating pupils.

3) The Right to Read program produced little measurable change in the pupils' attitude toward reading.

4) Comments from parents and children were overwhelmingly favorable; those from teachers were mixed. Most suggestions from teachers stressed the need for more flexibility in the program. Parents, children and teachers pointed out problems of scheduling.

5) No conclusions can be reached as to the effectiveness of the high school's H.E.A.T. program since no data are available.

6) While teachers' reactions indicated little enthusiasm for the Right to Read program, the results showed clearly that the teachers carried out their responsibilities in good faith. The success of the program is the direct result of their efforts.

B/ml
June 1972

APPENDICES

Appendix A

MAMARONECK
PUBLIC SCHOOLS

740 WEST BOSTON POST ROAD
MAMARONECK, NEW YORK 10543 • TEL. 914 698-9000

MARGERY R. BERNSTEIN
DIRECTOR OF PUPIL PERSONNEL SERVICES

July 14, 1971

MEMO TO : All Principals

FROM : Margery R. Bernstein

RE : Evaluation of Reading Programs

I have spoken with most of you and am putting together here suggestions for possibilities for program evaluation.

For each objective you will want to decide -

a) to what group of students does it apply.

b) what kind of evaluation is appropriate (formal or informal, objective or subjective, ...)

c) what specific data will be collected. Since we do not have enough money budgeted for additional tests except the reading comprehension (see below) I assume that we will use homemade methods.

d) who will collect and analyze the data.

Objective 1 - Broaden range of reading interests

Comment: Developing reading interests is dependent on developing interests in general, so that you could evaluate interests per se if you prefer.

Many published interest inventories include such items as -

Would you like to
take dancing lessons
go to a baseball game
etc.

with the subject responding yes, maybe or no.

Another possibility would be to make up a list of books with such titles as -

"How to make airplane models"
"Interesting Ferns"
etc.

and ask the student which ones he would like to read.

Either of the above could be done on a pre-test, post-test basis.

Objective 1 (cont'd)

Inspection of library records or the pupil's reading record could indicate whether or not he is reading a greater variety of books (not required) this year than last. Structured interviews with child or parent could do the same. At the high school level, the micro courses selected would also be an indication of interests.

Objective 2 - Raise level of recreational reading

This could mean difficulty level or maturity of interests

If it's difficulty level, you could rely on subjective judgment or use readability formulae or publishers' information.

If it's maturity of interests, again you can use subjective judgment. The following list is taken from Evaluation as Feedback and Guide prepared by the Association for Supervision and Curriculum Development of the NEA. This list "gives types of books arranged roughly in order of maturity so that a crude measure of increasing maturity of reading intests...may be obtained by simply averaging the recorded type-numbers from 1 to 15 for fiction and from 16 to 30 for nonfiction."

Fiction

1. Story about boys and girls
2. Story about animals, nature
3. Story about school life
4. Fantasy, magic
5. Sports, hunting, outdoor life
6. Adventure (western, sea, war)
7. Success story
8. Humorous story
9. Detective-mystery-spy
10. Science fiction
11. Love and romance
12. Historical novel
13. Tragic, satiric, problem novel
14. Unclassified novel
15. Book of short stories

Nonfiction

16. Book of information
17. Sports, games, outdoor life
18. Hobbies, practical arts
19. Vocations
20. Travel, exploration
21. Biography, autobiography
22. History
23. Social science
24. Science, natural history
25. Philosophy, religion
26. Music, art, architecture
27. Essays, criticism
28. Plays
29. Poems
30. Unclassified nonfiction

Objective 3 - Personalize Reading Program

It should be easy to evaluate this aspect by observation to indicate that different methods and materials are being used to provide for the child's general reading level, specific reading needs and specific interests.

Where individual contracts are used, a suggestion for evaluating them is given in Measurement and Evaluation of Reading edited by Roger Farr.

"The stated objectives for development of reading abilities and for personal development through reading should possess those characteristics that are indicated in the following paragraph headings.

Be Specific
Be Realistic and Clearly Stated

Objective 3 (cont'd)

Accent Growth
Show Relative Importance
Recognize Individual Difference
Show Progress in Patterns
Consider Causes"

Objective 4 - Increase student's desire to read

This objective as stated is not measurable or observable but is closely related to Objective 5. q.v. Anecdotal records, observations, child's spontaneous comments might indicate attitude toward reading. The following Inventory of Reading Attitude is quoted from Farr.

Inventory of Reading Attitude

Yes	No	
		1. Do you like to read before you go to bed?
		2. Do you think that you are a poor reader?
		3. Are you interested in what other people read?
		4. Do you like to read when your mother and dad are reading?
		5. Is reading your favorite subject at school?
		6. If you could do anything you wanted to do, would reading be one of the things you would choose to do?
		7. Do you think that you are a good reader for your age?
		8. Do you like to read catalogs?
		9. Do you think that most things are more fun than reading?
		10. Do you like to read aloud for other children at school?
		11. Do you like to tell stories?
		12. Do you like to read the newspaper?
		13. Do you like to read all kinds of books at school?
		14. Do you like to answer questions about things you have read?
		15. Do you think it is a waste of time to make rhymes with words?
		16. Do you like to talk about books you have read?
		17. Do you feel that reading time is the best part of the school day?
		18. Do you find it hard to write about what you have read?
		19. Would you like to have more books to read?
		20. Do you like to read hard books?
		21. Do you like to act out stories that you have read in books?
		22. Do you like to take reading tests?

Objective 5 - Increase effective reading time of student

The simplest method is probably to ask the child or his parent how much time the child spent on nonrequired reading over a given weekend (one in September, one in May). It would help to select either two rainy or two sunny weekends.

Another approach would be to observe how much time is spent actually reading (as opposed to wandering, talking, etc.) during a school library or reading period.

Objective 6 - Raise level of reading comprehension

The Metropolitan Reading Test, Paragraph Comprehension only, will be given to grades 2 through 8 on September 13 and again in May.

Informal methods may be used to supplement the above data, for example -

-Raising of "instructional level"
-Mastering specific comprehension skills such as ability to pick out the main idea, make inferences or recall details read
-Progress from one level to another in such materials as SRA.

Objective 7 - Provide adequate basic reading skills

On the elementary level, progress in word attack skills (decoding) would be observed here and tested informally.

At the high school level, 9th and 12th graders who do not pass the New York State Test of Minimum Competence in Reading will be retested with the same test in May.

Objective 8 - Raise student's reading speed

Timing is possible in two ways -

1) number of words read in a given time
2) time it takes to read a passage of a given length

It is doubtful that emphasis on speed is useful until reading skill has been highly developed.

For students enrolled in a high school speed reading micro course, such before and after measurements are appropriate. Care must be taken to insure that the passages used are of equivalent difficulty and that comprehension is not sacrificed for speed.

Objective 9 - Develop student's self-reliance and self-discipline

Observation by librarians should be helpful here -

-does pupil ask librarian for help
-does he use card file, etc. independently
-does he accomplish tasks promptly and return to his class without supervision

The above is a sketchy summary of my thinking to date. Obviously all children cannot be evaluated in all areas. The children selected for intensive help may form the group to be evaluated on some objectives; a random sampling of the total population may be used for other objectives.

Please let me know if I can help in any way.

B/ml
cc: Dr. Schlick

MAMARONECK
PUBLIC SCHOOLS

740 WEST BOSTON POST ROAD
MAMARONECK, NEW YORK 10543 • TEL. 914 698-9000

MARGERY R. BERNSTEIN
DIRECTOR OF PUPIL PERSONNEL SERVICES

July 12, 1971

MEMO TO : Mr. Joseph T. Downey

FROM : Margery R. Bernstein

Here are the evaluative methods we discussed this morning:

OBJECTIVE:

1. Broaden Range of Reading Interests

   -Pre test
   -What books (not required by school) have you read over the past year?
   -Name areas
   -How many? (0-5, 6-10, etc.)
   -What magazines do you read regularly?
   -How much time per week do you spend reading?
   -Post test
   -What micro courses have you taken this year
   -(same questions as above)

2. Raise level of recreational reading)
3. Personalize reading program) nothing specific
4. Increase student's desire to read) discussed
5. Increase effective reading time of students)

6. Raise Level of Reading Comprehension

   -Confine evaluation to seniors who do not pass the Minimum Competence Test in October.

7. Provide adequate basic reading skills) not discussed

8. Raise student's reading speed

   -Use pre and post tests just for the students who sign up for the micro course on speed reading.

9. Develop student's self-reliance and self-discipline

   -Use Lee Kaplan's questionnaire again.
   -Tabulate such items as attendance, incidents of vandalism (get reactions from staff, custodians, parents, students)

Margery

B/ml

Appendix A

MAMARONECK
PUBLIC SCHOOLS

MARGERY R. BERNSTEIN
DIRECTOR OF PUPIL PERSONNEL SERVICES

MAMARONECK, NEW YORK 10543 • TEL. 914 698-9000

May 11, 1972

MEMO TO : All Principals

FROM : Margery R. Bernstein

As per our discussion this morning at the Administrative Council Meeting, we decided to obtain the following information:

The questions to be asked are:

- Was the RIGHT TO READ program worthwhile?
- What changes would you make if any?

Responses are to be obtained from the following people:

- one teacher per grade or department
- one child per teacher
- one parent per teacher

If you get the above material to me I will be responsible for collating and/or summarizing it.

If you have any additional data, please send that along as well.

Margery

B/ml
cc: Dr. Norwood
Dr. Schlick

DEPARTMENT OF PUPIL PERSONNEL SERVICES
MAMARONECK PUPIL SCHOOLS
Mamaroneck, New York

Margery R. Bernstein, Dir.

"RIGHT TO READ" EVALUATION PROGRAM

METROPOLITAN ACHIEVEMENT TESTS — 1st Admin: Sept. 13 - 2nd Admin: May 15

Grade	Level & Form	Sections to be given	Time	Scoring	Remarks
2	Upper Primary Form B	Test 3 Reading Sentences Reading Stories	(min) 10 25	Hand scoring will be arranged for in PPS office and results returned to each school.	Booklets to be returned to PPS office immediately.
3	Primary II Form F	Test 3 Reading Sentences Reading Stories	7 23	Same as above	Same as above
4	Elementary Form F	Test 2 Reading	25	NRC Answer Sheets to be used. Please refer to directions for organizing and packaging.	Teacher completes brown Class Identification Sheet school office completes re Grade Identification Sheet and green Building Identification Sheet and returns all packages to PPS office immediately.
5	Intermediate Form F	Test 2 Reading	25		
6	Intermediate Form F	Test 2 Reading	25		
7	Advanced Form F	Test 2 Reading	25		
8	Advanced Form F	Test 2 Reading	25		

Appendix B

DEPARTMENT OF PUPIL PERSONNEL SERVICES
MAMARONECK PUBLIC SCHOOLS
Mamaroneck, New York

Margery R. Bernstein, Dir.

"RIGHT TO READ" EVALUATION PROGRAM

METROPOLITAN ACHIEVEMENT TESTS — 2nd Admin: May 8, 1972

Grade	Level and Form	Sections to be given	Time	Scoring	Remarks
1	Primary I Form F	Test 3 Reading Part A: Sentences Part B: Stories	(min) 10 20	Hand scoring will be arranged for in PPS office and results returned to each school	Booklets to be returned to PPS office immediately
2	Upper Primary Form C	Test 3 Reading Sentences Reading Stories	 10 25	Same as above	Same as above
3	Elementary Form F	Test 2 Reading Sentences Reading Stories	 7 23	Same as above	Same as above
4	Elementary Form G	Test 2 Reading	 25	MRC Answer Sheets to be used. Please refer to directions for organizing and packaging.	Teacher completes brown Class Identification Sheet School office completes red Grade Identification Sheet and green Building Identification Sheet and returns all packages to PPS office immediately.
5	Intermediate Form G	Test 2 Reading	 25		
6	Intermediate Form G	Test 2 Reading	 25		
7	Advanced Form G	Test 2 Reading	 25		
8	Advanced Form G	Test 2 Reading	 25		

Appendix B

Appendix C

DEPARTMENT OF PUPIL PERSONNEL SERVICES
MAMARONECK PUBLIC SCHOOLS

Dr. Margery R. Bernstein, Dir.

TABLE 1

METROPOLITAN READING TEST

Comprehension Only

School	September 1971 25th	50th	75th	May 1972 25th	50th	75th
Grade 1						
Central				38	82	94
Chatsworth				11	56	88
Mam'k Ave.				30	56	88
Murray				56	86	92
All				38	74	92
Grade 2						
Central	15	45	77	40	70	90
Chatsworth	17	60	85	60	85	92
Mam'k Ave.	10	52	72	20	52	80
Murray	25	52	82	45	82	90
All	17	55	80	45	77	90
Grade 3						
Central	10	34	78	38	64	88
Chatsworth	26	54	86	60	77	92
Mam'k Ave.	12	24	54	14	32	60
Murray	34	66	86	66	82	93
All	22	46	78	42	74	89
Grade 4						
Central	14	32	60	34	52	80
Chatsworth	22	52	82	44	72	89
Mam'k Ave.	12	20	40	20	50	64
Murray	26	54	78	46	68	86
All	20	38	72	38	60	86

METROPOLITAN READING TEST
(cont'd)

School	September 1971 25th	50th	75th	May 1972 25th	50th	75th
Grade 5						
Central	26	52	70	32	56	82
Chatsworth	40	64	84	46	82	94
Mam'k Ave.	26	48	66	24	42	70
Murray	40	64	82	60	80	92
All	32	58	77	36	70	88
Grade 6						
Central	34	58	76	36	70	88
Chatsworth	58	72	82	66	88	88
Mam'k Ave.	18	34	58	20	50	82
Murray	42	68	82	54	86	88
All	36	62	78	40	78	88
Grades 7 & 8						
7th	36	56	88	48	70	88
8th	34	64	86	54	74	88

TABLE 2

Pupils Taking Metropolitan Reading Test

Grade	Class size 9/71	Class size 5/72	Pupils Taking Test in 9/71	Pupils Taking Test in 5/72	Pupils Taking Test on both dates N	M	A	Total
1	393	388	-	343	-	-	-	-
2	407	398	396	384	290	15	38	343
3	453	465	440	436	339	8	48	395
4	449	434	436	413	318	11	51	380
5	492	490	480	472	386	10	49	445
6	450	456	435	439	346	17	49	412
7	493	502	488	450	362	10	39	411
8	517	531	513	520	431	16	22	469
Totals	3654	3664	3188	3457	2472	87	296	2855

TABLE 3
METROPOLITAN READING TEST
Comprehension Only

Mean Pre- and Post-test Grade Equivalents, Corresponding Percentile Ranks and Increments for Experimental Groups (H and A) and Control Groups (N) Grades 2 - 8

Group	September 1971 mean G.E.	September 1971 percentile	May 1972 mean G.E.	May 1972 percentile	Increment G.E.	Increment percentile
Grade 2						
N	2.4	73	3.7	83	1.3	10
H	1.6	15	3.1	60	1.5	45
A	1.6	15	2.9	55	1.3	40
Grade 3						
N	3.4	62	4.9	80	1.5	18
H	2.4	22	3.5	54	1.1	32
A	2.2	14	3.6	56	1.4	42
Grade 4						
N	4.4	58	5.6	68	1.2	.0
H	3.1	27	4.8	54	1.7	27
A	2.5	13	4.1	40	1.6	27
Grade 5						
N	6.1	66	7.1	77	1.0	11
H	3.5	19	4.7	28	1.2	9
A	4.0	28	5.4	41	1.4	13
Grade 6						
N	7.1	68	8.6	82	1.5	14
H	5.2	36	6.8	58	1.6	22
A	4.9	30	6.0	36	1.1	6
Grade 7						
N	7.6	56	8.4	66	0.8	10
H	7.3	52	8.4	66	1.1	14
A	6.9	46	7.9	62	1.0	16
Grade 8						
N	8.6	56	9.1	58	0.5	2
H	7.4	40	8.2	49	0.8	9
A	7.0	34	8.6	54	1.6	20

N = No participation in the Right to Read program
H = Half year in the Right to Read program
A = All year in the Right to Read program

TABLE 4

Test/Retest Reliabilities for
The Mamaroneck Reading Attitude
and Interest Inventory

Grade	N	r
1	32	.68
2	35	.85
3	35	.69
4	39	.71
6	40	.80

TABLE 5

Pre- and Post-test Scores on
The Mamaroneck Reading Attitude
and Interest Inventory

Group	Pre-test means	Post-test means	Difference
Grade 1			
N	15.1	14.7	- .4
H	14.8	14.8	-
A	15.7	16.0	+ .3
Grade 2			
N	13.9	13.6	- .3
H	14.1	12.8	-1.3
A	12.7	12.3	- .4
Grade 3			
N	13.4	13.7	+ .3
H	12.1	13.4	+1.3
A	12.8	12.8	-
Grade 4			
N	13.7	13.6	+ .1
H	13.9	14.3	+ .4
A	12.6	13.2	+ .6
Grade 5			
N	13.0	13.3	+ .3
H	13.1	12.2	- .9
A	12.0	11.5	- .5
Grade 6			
N	12.0	11.5	- .5
H	12.4	10.1	-2.3
A	11.4	11.0	- .4

Problem 1. Definition of Normal Growth

In the typical educational growth study, two questions must be answered. The first is concerned with how much gain was shown; the second, with whether this amount of gain is more or less than expected. The first question deals only with the amount of gain obtained, whereas the second question concerns the size of the obtained gain in relation to some outside frame of reference or standard. Almost universally, when standardized achievement tests are used at the elementary level, expected or normal gain is defined in terms of grade equivalent (GE) units. At any particular grade level, normal gain,when all pupils in the norm group are considered together, is defined as one month of increase in grade equivalent scores for each month of instruction. The national norms are constructed so that there will be this 1.0 GE increment between consecutive grade levels for the norm group considered as a whole. For example, when pupils are measured at the beginning of Grade 3 and again at the beginning of Grade 4, the expected gain for the pupil whose achievement is at or near the average for the norm group is one year (1.0) of gain in GE units. Or, after six months of instruction, normal gain for the pupil whose achievement is at or near the average for the norm group is expected to be six months (0.6) of gain in GE units. This expected gain is true only for pupils whose achievement is at or near the level that is average for the norm group. It is not the expected gain for pupils who perform at other levels of achievement, particularly the extreme levels. This expectation of normal gain, 1.0 GE units for one school year of instruction, applies not only to the gain score of an individual whose achievement is at or near the average for the norm group but also to the average GE gain score for a group whose performance is at or near the average for the norm group. Because this definition of normal growth is not applicable to the entire range of GE scores, the question arises as to the legitimacy of defining normal growth in terms of GE units. It is, therefore, well to examine two alternative definitions.

Normal growth has also been defined in terms of the percentile rank scale that constitutes one type of the national norm for a test. If, over a period of time, a pupil maintains his position relative to the group of pupils on whom the norms are based, he may be considered to be showing normal growth. This expectation of normal growth is true at all levels of achievement. A pupil who is at the 10th percentile in reading, both at the beginning of Grade 3 and at the beginning of Grade 4, can be considered to have shown normal growth. Similarly, a pupil who is at the 90th percentile at 3.1 and again at 4.1 grade placement, can be considered to have shown normal growth. But a pupil who scores at the 90th percentile at the beginning of Grade 3 and then at the 75th percentile at the beginning of Grade 4 is considered to have shown less than normal growth. On the other hand, a pupil who scores at the 10th percentile at Grade 3.1 and at the 25th percentile at Grade 4.1 is considered to have shown more than normal growth. (For purposes of these examples any effect of errors of measurement on gain score interpretation has been disregarded. This problem is discussed on subsequent pages.)

For purposes of comparison between GE and percentile interpretations of growth, the following example is presented. A pupil scoring at the 50th percentile in reading at the beginning of both Grade 3 and Grade 4 would have maintained his position relative to the group and, therefore, is considered to have shown normal growth. On the grade equivalent scale this constituted 10 months of gain or 1.0 GE units. It should be noted again that by definition of the GE scale, a pupil whose score was at the 50th percentile on both testings would have gained one year (10 school months) or 1.0 GE units. However, a pupil whose score, on this same test, was at the 10th percentile at the beginning of both Grade 3 and Grade 4 also would be considered to have shown normal growth in terms of percentile units. In this case, 5 months of gain would have been achieved or 0.5 GE units. Similarly, a pupil who, on this same test, scored at the 90th percentile at the beginning of both Grade 3 and Grade 4 also would be considered to have shown normal growth in terms of percentile units. In this case, however, 15 months of gain were achieved or 1.5 GE units. Therefore, when the percentile interpretation is used, normal growth for pupils tested at Grade 3.1 is to score at the same percentile again at Grade 4.1. In the examples above, however, anyone who scored at the 10th, 50th, or 90th percentile, at Grade 3.1 and again at 4.1 achieved a gain of 0.5, 1.0, or 1.5 GE units respectively. In order to maintain a percentile position relative to the group, therefore, a superior pupil or group must gain more than 1.0 GE units whereas a low-achieving pupil or group need gain less than 1.0 GE units. This explains the fact that, when tested at successive grade levels, low-achieving pupils, while maintaining their percentile position relative to the norm, may fall further and further below the norm in terms of GE units. Below in Figure 1 is a graphic illustration of the above discussion. The example presented is typical and highlights the fact that the percentile definition of normal growth sets very different expectations from those set by the GE definition.

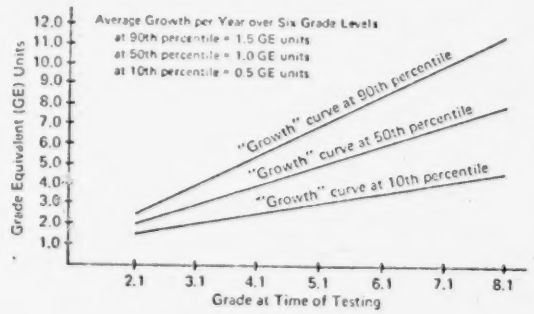

Figure 1. Illustration of Differential Rates of Growth in Terms of Grade Equivalent Units for Different Percentile Positions

Another way of defining normal growth is in terms of a standard score scale. Reference is made here to the interval-type score scales derived by such methods as those of Thurstone, Flanagan, or Gardner. The units in these types of scales are theoretically equal at various points along the scale. One standard score unit at one point on the scale represents the same amount of whatever is being measured as does one standard score unit at any other point on the scale. This equal-interval property is not possessed by grade equivalents or percentiles. In terms of a standard score scale, normal growth for an individual or group is defined as the difference between the mean standard scores obtained at any two testing times by the group whose scores formed the basis for the construction